

**GRADE 12**

***الصـف* الثاني عشر**

***CONTINUOUS ASSESSMENT***

***AND***

***EXAMINATION SPECIFICATIONS***

**التقويم المستمر  
و  
مواصفات الورقة الإختبارية**

**SUPPORT DOCUMENT**

**FOR**

**PRINCIPALS *l* TEACHERS *l* OPERATORS**

**الدعم وثيقة**

**لمدراء المدارس والمعلمون والشراكة**

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**KEY MESSAGES**

**This document and the information within are a response to the need for Principals, Students, Teachers, Parents and Operators to have common information about the Grade 12 requirements.**

**The most important things that need to be understood are:**

**1. MOE Specifications**

**2. *On Location* Text Book is NOT the curriculum**

**3. It is the different teaching style that will make the difference to student success**

**4. Practice versus Revision**

**5. CEPA is NOT compulsory**

**مقدمة هامة:**

**لقد تم إعداد هذه الورقة لتلبية حاجة الميدان التربوي وجميع الأطراف المشاركة في العملية التعليمية من مدراء وطلاب ومعلمين وأولياء أمور وممثلي الشركات (في مدارس الشراكة) للحصول على المعلومات الخاصة بمتطلبات مادة اللغة الإنجليزية للصف الثاني عشر.**

**المعلومات الهامة التي يجب تفهمها:**

**1-المواصفات المعتمدة من قبل وزارة التربية و التعليم.**

**هو أداة من أدوات المنهج وليس كل المنهج. On Location إن كتاب**-**2**

**3-إن أسلوب التعليم المختلف هو الذي سيحدث الفرق في نجاح الطلاب.**

**4- إن استمرارية الطالب في التدريب و المراجعة مع المعلم لآخر يوم من أيام الدوام المدرسي أمر مهم للغاية.**

**5- إن إختبار السيبا أصبح إختياراً( ومتطلباً للإلتحاق بالجامعة) وليس متطلباٌ لإختبار الثاني عشر.**

|  |  |
| --- | --- |
| **EXAMINATIONS** | 50% |
| **CONTINUOUS ASSESSMENT**   * Quizzes * Listening Tasks * Writing * Portfolio * Project | 50% |

**WEIGHTINGS**

**PER SEMESTER**

|  |  |
| --- | --- |
| **CONTINUOUS ASSESSMENT**   * Quizzes * Writing * Portfolio * Project | 35%  15%  20%  30% |

توزيع درجات الفصل الدراسي

|  |  |
| --- | --- |
| **الامتحانات** | 50% |
| **التقويم المستمر**   * اختبارات قصيرة * اختبارات استماع * الكتابة * ملف الإنجاز * المشروع | 50% |

توزيع نسب الدرجات لكل فصل دراسي

|  |  |
| --- | --- |
| **الامتحانات** | 50% |
| **التقويم المستمر**   * الاختبارات القصيرة * الكتابة * ملف الإنجاز * المشروع | 35%  15%  20%  30% |

ELECTRONIC MARK SHEET

* Evidence of all tasks performed **MUST** be retained by teachers for each student
* A mark book **MUST** be kept which will be used to determine the final marks as indicated in the continuous assessment tables

MoE GRADE 12 ENGLISH CONTINUOUS ASSESSMENT MARKS DISTRIBUTION AND ELECTRONIC SUBMISSION TO MoE. (This information given verbally (MoE) at PD for teachers on 18th Nov.2009) The spread sheet for electronic entry of marks will be on the MoE system and will be sent to schools.

Requirements

1. Check with schools that student names, codes and other necessary data is entered for all year 12 English candidates
2. Marks must be entered for each quarter ie. Each 45 day period – twice per semester. Quarter one due from Nov. 15th
3. Averages are not acceptable, each mark must be entered separately and evidence to support must be retained by teachers
4. The spreadsheet will automatically calculate the weightings and the final marks
5. All ‘quizzes’, and assessment tasks must be thematically related to one or other of the On Location themes: 1 – 3 in Sem. 1. and 4 – 6 in Sem. 2.
6. The group projects, one per semester may, but do not have to be, selected from the end of unit project in the book.
7. Some suggested group projects: written and acted short scripts, posters/collage, advertisements. Student choice.

First quarters 18 sets of marks – second quarters (end of each semester) – 20 sets of marks

* Quarters 1 and 3 = 129 marks
* Quarters 2 and 4 = 179 marks
* Semester total = 308 marks

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vocab 1** | **Vocab 2** | **Vocab**  **3** | **Grammar**  **1** | **Grammar**  **2** | **Grammar**  **3** | **Reading comp 1** | **Reading comp 2** | **Sentence writing**  **1** | **Sentence writing**  **2** | **Sentence writing**  **3** | **Writing composition – one in 2 drafts** | | **List.**  **1** | **List.**  **2** | |  | **Portfolio**  **One per sem.** | **Group project**  **One per sem.** |
| **10 marks** | **10** | **10** | **10** | **10** | **10** | **12** | **12** | **5** | **5** | **5** | **D1**  **10** | **D2**  **10** | **5** | | **5** |  | **20** | **30** |
|  |  | **Total 30** |  |  | **Total 30** |  | **Total 24** |  |  | **Total**  **15** |  | **Tot**  **20** |  | | **Tot**  **10** |  | **Total 20** | **Total 30** |

**توزيع درجات التقويم المستمر للصف 12 ، و التواصل الالكتروني مع وزارة التربية و التعليم.**

- 19 نوفمبر 2009 ( هذه المعلمومات منقولة شفهياً من قبل رشا ( وزارة التربية و التعليم) في دورة التطوير المهني لمعلمين في 18 نوفمبر.

- سيكون برنامج الجدولة الخاص بالوزارة على موقع الوزارة و سيتم إرساله إلى المدارس.

**المتطلبات:**

1. تحقق عن طريق المدارس من أن أسماء الطلاب و رموزهم و كل المعلومات الضرورية الأخرى لكافة طلاب الثاني عشر المتقدمين لامتحان اللغة الانجليزة قد تم إدخالها.
2. يجب إدخال الدرجات لكل ربع، و المقصود بالربع هنا فترة 45 يوماً، أي مرتين كل فصل. يبدأ الربع الأول اعتباراً من 15 نوفمبر.
3. لا يقبل إدخال المعدلات، فكل درجة يجب أن تدخل بشكل منفصل على أن يحتفظ المعلمون بالأدلة و الإثباتات التي تدعم ذلك.
4. سيقوم نظام الجدولة الالكتروني بحساب الدرجات اوتوما تيكياً.
5. يجب أن تكون كافة الاختبارات و مواد التقويم مرتبطة بموضوع أو اكثر من موضوعات الكتاب On location الوحدات 1- 3 للفصل الأول و الوحدات 4-6 للفصل الثاني.
6. المشاريع الجماعية : واحد لكل فصل ويتم اختياره من المشاريع الواردة في الكتاب في نهاية كل وحدة **أو** يختار الفريق المشروع الذي يريده **أو** يقوم الفريق بكتابة مشهد تمثيلي ويقوم بتمثيله **أو** لوحات إعلانية (بوسترات)، ملصقات، إعلانات ....

**في الربع الأول هناك 16 مجموعة من الدرجات، و في نهاية الفصل هناك 18 مجموعة من الدرجات.**

الأرباع من 1 - 3 = 129

الأرباع من 4 – 2 = 179

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **المفردات**  **1** | **المفردات**  **2** | **المفردات**  **3** | **القواعد**  **1** | **القواعد**  **2** | **القواعد**  **3** | **قطعة قراءة**  **1** | **قطعة قراءة**  **2** | **كتابة جمل**  **1** | **كتابة جمل**  **2** | **كتابةجمل**  **3** | **كتابة موضوع 2 drafts** | | **إستماع**  **1** | | **إستماع**  **2** | **ملف إنجاز**  **مرة في الفصل** | **مشروع جماعي**  **مرة في الفصل** |
| **10 marks** | **10** | **10** | **10** | **10** | **10** | **12** | **12** | **5** | **5** | **5** | **D1**  **10** | **D2**  **10** | **5** | **5** | | **20** | **30** |
|  |  | **المجموع**  **30** |  |  | **المجموع 30** |  | **المجموع**  **24** |  |  | **المجموع**  **15** |  | **Tota20** |  | **Total 10** | | **Total 20** | **Total 30** |

|  |  |  |  |
| --- | --- | --- | --- |
| ***CONTINUOUS ASSESSMENT***   * ***QUIZZES*** | | | |
| **Areas** | **Possible task components** | **Source** | **Weight** |
| **Vocabulary** | Multiple choice, cloze passages, matching, classifying | * On Location Topic vocabulary * First 300 of the 3rd K General Service list * First 5 sub lists Academic List | **5** |
| **Grammar** | Multiple choice, cloze passages, correction, rewriting sentences, completion | * On Location Scope and Sequence | **5** |
| **Reading** | Multiple choice, completion of sentences diagrams, tables, open ended questions |  | **15** |
| **Writing Sentences** | Constructed sentences |  | **5** |
| **Listening** | Multiple choice |  | **5** |

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| ***CONTINUOUS ASSESSMENT***   * ***WRITING*** | | | |
| **Writing** | Composition |  | **15** |

|  |  |  |  |
| --- | --- | --- | --- |
| ***CONTINUOUS ASSESSMENT***   * ***PORTFOLIO***   **Must be developed by the student and checked regularly by the teacher.** | | |  |
| **Portfolio Item** | **Expectations** | **Evidence Weight** |
| **Vision and Mission Statement**   * **1 per year** | Student statement about self, goals and ambitions | Statement 2 |
| **Writing samples**   * **Minimum 2 per semester** | A range of genres  No plagiarism or repetition of work | Samples 2 |
| **Self and peer reflection**   * **Minimum 2 each per semester** | Demonstrates learning and growth  No plagiarism or repetition of work | Samples 7 |
| **Reading log**   * **Minimum 2 entries per semester** | Reviews, making connections, summarizing, visualizing  No plagiarism or repetition of work | Samples 5 |
| **Community service\***   * **1 per semester** | Class or school based  \*Check for appropriateness  No plagiarism or repetition of work | Photos and report 2 |
| **Visuals**   * **Maximum 10 per semester** | Relevant to student learning  No plagiarism or repetition of work | Samples 2 |
|  |  | TOTAL MARK | **20** |

|  |  |  |
| --- | --- | --- |
| ***CONTINUOUS ASSESSMENT***   * ***PROJECT*** | | |
| **Expectations** | **Components** | |
| * **Group project** * **Each student makes a presentation about an aspect of the group project** * **No plagiarism or repetition of work** | **Group work** | **Presentation** |
| * Problem solving * Creativity * Researching information relevant to the project * Time management * Communication with teacher * Team responsibility | * Written presentation of individual students part * Oral presentation of individual students part |
|  |  | TOTAL **30** |

**EXAMINATION SPECIFICATIONS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Area** | **Items** | **Subsets** | **Context** | **Time** | **%** |
| **القراءة**  **والإستيعاب** | **Reading** | Per text   * 5 multiple choice questions   + 4 answer choices * 3 constructed responses | Comprehension | * 3 texts * +- 250 – 325 words | 60  minutes | 25% |
| **المفردات** | **Vocabulary** | 12 items | Vocabulary | Source: On Location  Topics, Glossary, GSL  AWL words | 15% |
| **قواعد اللغة والكتابة** | **Grammar and writing** | * 5 constructed response items | Complex/  compound sentences | 1 or 2 picture prompts | 60  minutes | 40% |
| 1 Composition | Essay |  |
| **الاستماع والإستيعاب** | **Listening**  **and comprehension** |  |  | * 2 passages * Social and academic contexts * +- 150 words each | 15 minutes | 10% |
| * 5 multiple choice questions   + 3 answer choices | Extended listening |
| **التحدث** | **Speaking** | * Interview questions |  |  | 15 minutes | 10% |
| * Makes a choice * Provides reasons for the choice |
| * Constructs a narrative from 4 panel picture |

**EXAMINATION SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **STRAND** | **SUBSKILLS** | **SUPPORT** |
| **استماع** | **Listening**  5 mc questions | * Main idea * Details * Purpose * Audience | * Listening for meaning and information |
| **التحدث** | **Speaking**   * Responding to interview questions * 4 picture prompt | * Make a choice * Give reasons for the choice * Tell a narrative | * Explain * justify – give reasons * supporting details * Who, what where, when * problem * resolution |
| **قراءة** | **Reading**  3 texts   * 1 x informational (brochure type) * Social * Academic Comprehension   (18 items) | * Main idea at a paragraph level * Details * inference * Text organization   + sequence   + coherence   + cohesion * Purpose and audience | **Wide reading**   * experienced in a wide range of texts using reading strategies to support understanding * based on the topics from Chapter s 1 – 3   On Location   * Becoming a Better Reader |
| **مفردات** | **Reading/**  **Vocabulary**  12 items | Meaning in context  ***\****Suffixes  \*Root words  Synonyms  Antonyms | **Wide reading**  including On Location |
| **كتابة** | **Writing**  5 sentences  1 or 2 picture prompt | * Compound/complex sentences | * Describe details in the picture * Use conjunctions |
| **كتابة** | **Writing**  composition | * Genres from On Location * Organization | * Topics from On Location themes * Chapter 1 – 3 * Becoming a Better Writer |

**EXAMINATION**

**EXAMPLES**

***الإختبارات***

***( نماذج إختبارات)***

Mock exams will be available on the MOE website

[www.moe.gov.ae](http://www.moe.gov.ae)

**LISTENING**

5 MULTIPLE CHOICE QUESTIONS WITH 3 ANSWER OPTIONS

EXAMPLE

Directions: *You are going to listen to a recording about a lion. You will hear the recording once. Then you will read the questions. Then you will hear the recording a second time* and choose the correct answer from a ,b or c

Elsa the lion lived with Joy and George Adamson in Africa. Elsa lost her mother after she was born. Joy and George Adamson looked after her in their camp in the wild of East Africa. Elsa grew up with them on friendly terms and stayed with them until she died.

Elsa the lion slept in front of the tent each night Just before dawn her male lion mate would call her.. His call was a deep roar. After his roar he would always give at least 10 grunts. Elsa would reply to him with only 3 grunts.

One night Joy and George heard the roaring of many lions very close by to the camp, Then they heard the lions fighting fiercely. The fighting stopped but then they started fighting again. Joy and George were very scared that Elsa had been hurt in the fight. .

The next morning they were so happy to see that Elsa was okay. Her mate must have been the one fighting with the other male lions. Elsa was safe.

173 words

1. Why did Elsa stay with Joy and George?
   1. She lived with them
   2. She slept outside the tent
   3. Her mother died
2. Where was the camp?
   1. In Africa
   2. In the tent
   3. In the wild camp
3. What was the male lion’s call to Elsa?
   1. A fierce call
   2. A loud grunt
   3. A deep roar
4. Why were Joy and George afraid for Elsa’s safety?
   1. She could have been hurt
   2. She had no mother
   3. There were close to camp
5. This text is mainly about?
   1. A camp in wild Africa
   2. Lions fighting in camp
   3. Elsa’s life in the camp

**READING**

3 TEXTS / 30 QUESTIONS / 27 MULTIPLE CHOICE / 3 CONSTRUCTED RESPONSES

EXAMPLE 330 words

Until about 7000 years ago, people of the world looked after their food and survival needs by moving from place to place throughout the year. This way of life then began to change when many people began to make permanent settlements.

For more than 3000 years, the ancient Egyptian society that developed around the Nile River was one of the great civilizations of the world. Many treasures from this time of settlement still exist in museums today.

The Nile River is the most important part of the Egyptian landscape. It is one of the longest rivers in the world and flows 6500 kilometers from its source in the mountains of Ethiopia to its delta and the Mediterranean Sea, The Nile made it possible for people to develop a society in Egypt’s hot, dry climate.

Around 5000 years ago, people from Africa, Palestine and Syria began to settle around the Nile delta in the Black Lands – the fertile strips of land on each side of the Nile River. They built houses, established villages, kept and bred animals and began to grow crops. Beyond this area were the hot dry desert areas named the Red Lands.

Over time, these settlements grew to include towns and cities. These developed into two separate kingdoms: one in the northern part of Egypt, called Lower Egypt, and the other called Upper Egypt in the mountainous southern area.

The Nile River was the main transport route in Ancient Egypt. It carried many different forms of transportation for different purposes. Pyramid builders would send huge flat boats to carry stone from the quarries to the building sites. Cargo boats carried grain and other food supplies. Many people fished from small rowing boats.

The Nile River was important for the development of Ancient Egyptian civilization because it could be used in so many different ways.

1. This text is mainly about (organization – coherence)
   1. Fertile lands of the Nile River
   2. Egyptian treasures in museums
   3. Boat transportation on the Nile
   4. The source of the Nile
2. What is an opposite meaning (antonym) for the word **survival** in the sentence: Until about 7000 years ago, people of the world looked after their food and ***survival*** needs by moving from place to place throughout the year. (Vocab – antonym)
   1. Endurance
   2. Exist
   3. Death
   4. save
3. What does **permanent** mean in this sentence? This way of life then began to change when many people began to make ***permanent*** settlements. (Vocab – synonym)
   1. temporary
   2. lasting
   3. quiet
   4. Ancient

4. What does **society** mean in the sentence: The Nile made it possible for people to develop a***society*** in Egypt’s hot, dry climate? (Vocab – synonym)

a. a culture

b. a landscape

b. group of pyramids

c. a group of builders

5. When did people begin to settle around the Nile River? (organization – sequence)

a. 1000 years ago

b. 3000 years ago

c. 5000 years ago

d. 7000 years ago

6. Why did life change when people stopped moving around? (inference)

a. they were a great civilization

b. they stopped moving around

c. they were close to the Mediterranean

d. they could buy more food and goods

7. Where is the source of the Nile River? (details)

a. In the Ethiopian Mountains

b. in the Nile Delta

c. in the Mediterranean Sea

d. in the Black Lands

8. How were people able to develop a society in such a dry climate? (inference)

a. by changing kingdoms

b. by collecting treasures

c. by using the Nile River

d. by moving around

9. Which were the fertile lands of Egypt? (details)

a. The Red Lands

b. The Mountain Lands

c. The Sea Lands

d. The Black Lands

10. Which type of transport did the builders use? (details)

a. Cargo boats

b. Flat boats

c. Rowing boats

d. Sailing boats

11 AND 12 . Complete the following table (constructed response)

|  |  |
| --- | --- |
| KINGDOMS OF EGYPT | |
| 11. ……………………………… | 12. ……………………………….. |

13. Fill in the missing word. (constructed response)

Many artifacts from Ancient Egypt are kept today in ……………………….

1. **WRITING SENTENCES**

5 COMPOUND / COMPLEX SENTENCES 1 OR 2 PICTURE PROMPTS

EXAMPLES

**RUBRIC WRITING SENTENCES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meaning** | **Vocabulary** | **Grammar** |
| **Correct** | 1 | 1 | 1 |
| **Incorrect** | 0 | 0 | 0 |
|  | Subject/verb | Specific usage | Gender, pronouns agreement, tense |

* **Meaning:** A complete sentence that has meaning related to the prompt
* **Vocabular**y: Accurate and specific word choice that fully describes the picture
* **Grammar**: Gender, pronouns, person agreement, tense, plurals etc must all be correct

**EXAMPLES**

1. The family is sitting on a red and white rug having a picnic.
2. All of the family are sitting on the rug and they are looking happy to be together on a picnic
3. A green grassy place is a good place for a family picnic. when the sun is shining.
4. When the weather is fine it is a good time to go on a picnic.
5. After the family have unpacked the rug, they will eat their food.



**EXAMPLES**

1. The travelers have packed their luggage ready for a a holiday.
2. We can fly on an airplane to travel to different places.
3. This airplane has two wings with two engines on each wing.
4. The travelers are waving goodbye as they set off to catch an airplane which will take them to their holiday destination.
5. The man has a backpack whilst the woman is pulling both her bags.





1. **SPEAKING**

EXAMPLE

4 PICTURE NARRATIVE

**RUBRIC EXTENDED SPEAKING**

|  |  |
| --- | --- |
| **MARK** | **PERFORMANCE DESCRIPTORS** |
| 4 | Response is a complete narrative, description or explanation in sentences that ate correct or with few errors |
| 3 | Response is mostly a complete narrative , description or explanation in sentences that include some errors |
| 2 | Response is not a clear narrative but includes sentence |
| 1 | Response is only words with not sentence structure |
| 0 | No response or entirely in a language other than English |









**RUBRICS**

* Marking rubrics must be developed to address the expectations of the Portfolio and the components of the Project
* Marking rubrics are supplied for:
  + Writing Sentences
  + Essay Composition
  + Speaking

**RUBRICS: WRITING SENTENCES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meaning** | **Vocabulary** | **Grammar** |
| **Correct** | 1 | 1 | 1 |
| **Incorrect** | 0 | 0 | 0 |
|  | Subject/verb | Specific usage | Gender, pronouns agreement, tense |

* **Meaning:** A complete sentence that has meaning related to the prompt
* **Vocabular**y: Accurate and specific word choice that fully describes the picture
* **Grammar**: Gender, pronouns, person agreement, tense, plurals etc must all be correct

**RUBRICS: WRITING ESSAY 0-10marks x 2.5 = Total 25**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **GRAMMAR AND SYNTAX** | **VOCABULARY** | **ORGANISATION** | **MECHANICS** |
| Content clearly addresses the topic with a range of 2 or  more well developed ideas  **2 marks** | A mixture of simple and complex sentence structure with not error in usage that interfere with meaning or  the expression of ideas | A wide range of accurate and appropriate word choices that fully expresses complete ideas. May use some idioms accurately | Logical sequence: introduction, body that supports ideas, conclusion | Excellent spelling, punctuation and capital letter. No more than 3 errors that do not interfere with meaning. A repeated error is considered once only |
| Content clearly addresses the topic with only 1 clear developed idea  or  with 2 undeveloped ideas  **1 mark** | Simple or complex sentence structure with errors in usage that causes minor confusion (mixed tenses, subject verb agreement, prepositions) | Simple and appropriate word choice with no more that 5 incorrect words | Sequence is evident but lacks introduction, body that supports ideas or any kind of conclusion | Excellent spelling and use of punctuation and capital letters. More than 6 errors that do not interfere with meaning. A repeated error is considered once only |
| Content clearly addresses the topic but confusion interferes with meaning  or  does not address the content developed ideas  **0 marks** | No sentences are confusing sentences with errors in usage that causes meaning to be mostly unclear | Numerous word choice errors  Or  unable to express at all | No sequence or awkward sequence that confuses meaning | Errors that interfere with meaning in more than one sentence |

**RUBRIC: SPEAKING - FLUENCY**

|  |  |
| --- | --- |
| **MARK** | **PERFORMANCE DESCRIPTORS** |
| 3 | Reads with ease, correct pauses and intonation. Pronunciation errors do not confuse meaning |
| 2 | Reads entire passage with some hesitations, incorrect intonation or pronunciation that confuses meaning |
| 1 | Reads entire passage with many hesitations, incorrect intonation or pronunciation that confuses meaning |
| 0 | Does not read at all |

**RUBRICS: SPEAKING - PROVIDES REASONS**

|  |  |
| --- | --- |
| **MARK** | **PERFORMANCE DESCRIPTORS** |
| 3 | Opinion stated with excellent evidence |
| 2 | Opinion stated with adequate evidence |
| 1 | Opinion stated with no evidence |
| 0 | Does not respond or response is unrelated |

**RUBRICS: SPEAKING EXTENDED SPEAKING**

|  |  |
| --- | --- |
| **MARK** | **PERFORMANCE DESCRIPTORS** |
| 4 | Response is a complete narrative, description or explanation in sentences that are correct or with few errors |
| 3 | Response is mostly a complete narrative , description or explanation in sentences that include some errors |
| 2 | Response is not a clear narrative but includes sentence |
| 1 | Response is only words with not sentence structure |
| 0 | No response or entirely in a language other than English |

**PRINCIPALS**

**AS**

**CURRICULUM LEADERS**

***مدراء المدارس***

***هم قادة المناهج***

**التقويم المستمر**

**و**

**مواصفات الورقة الامتحانية**

**ملخص خاص بالطالب**

**الصف: 12 2009 – 2010**

|  |  |
| --- | --- |
| **امتحان نهاية الفصل الدراسي** | 50% |
| **التقويم المستمر**   * الاختبارات القصيرة * اختبارات الاستماع * الكتابة \ كتابة المقال * ملف الإنجاز * المشروع | 50% |

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| * **التقويم المستمر**  1. **الاختبارات القصيرة** | | | |
| **عددالإختبارات لكل مرة خلال الفصل** | **الدرجة** | **نوعية الأسئلة المحتملة** | **المجال** |
| 3 | 5% | اختيار من متعدد، نص بفراغات و لكل فراغ 4 اختيارات ، توصيل، تصنيف | **المفردات** |
| 3 | 5% | اختيار من متعدد، نص بفراغات و لكل فراغ 4 اختيارات ،تصحيح أخطاء قواعدية، إعادة تشكيل جمل | **قواعد اللغة** |
| 2 | 15% | اختيار من متعدد، تكملة جمل، مخططات، جداول، أسئلة بنهايات مفتوحة | **القراءة** |
| 3 | 5% | جمل إنشائية مركبة | **كتابة جمل** |
| 1 | 15% | مقالة | **الكتابة** |
| 2 | 5% | اختيار من متعدد | **الاستماع** |

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| * **التقويم المستمر**  1. **ملف الإنجاز**   **يتم عمله من قبل الطالب ويقوم المعلم بمتابعته بشكل منتظم** | | | |
| **الدرجة** | **الدليل** | **المطلوب** | **مفردات ملف الإنجاز** |
| 2 | عبارة \ جملة | ما يكتبه الطالب عن نفسه، أهدافه و طموحاته | **الرؤية و الرسالة**  **• مرة واحدة في السنة** |
| 2 | نماذج | كتابات الطالب المتنوعة  لا يسمح بالسرقة الأدبية، أو تكرار العمل | **نماذج كتابة**  **• اثنان كحد أدنى لكل فصل** |
| 7 | نماذج | يوضح التعلم و التطور  لا يسمح بالسرقة الادبية، أو تكرار العمل | **تفكر ذاتي و تفكر الأقران**  **• اثنان كحد أدنى لكل واحد**  **في الفصل** |
| 5 | نماذج | نقد، ربط، تلخيص، تصور، تسجيل يوميات  لا يسمح بالسرقة الأدبية، أو تكرار العمل | **سجل القراءة**  **• مرتان في الفصل كحد أدنى** |
| 2 | صور و تقرير قصير | صفية او على مستوى المدرسة أو على مستوى المجتمع (مثال المحافظة على البيئة المدرسية )  لا يسمح بتكرار العمل | **خدمة المجتمع**  **• مرة في الفصل** |
| 2 | صور،ملصقات، رسومات، شهادات ذات علاقة | مرتبطة بتعلم الطالب  لا يسمح بالسرقة الأدبية، أو تكرار العمل | **مرئيات**  **10 كحد اقصى لكل فصل•** |
| 20 | المجموع |  |  |

|  |  |  |
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| * **التقويم المستمر** * **المشروع** | | |
| **العناصر** | | **المطلوب** |
| **العرض التقديمي** | **مهارات العمل الجماعي** | * **مشروع جماعي** * **كل طالب يقدم عرض عن بند من المشروع الجماعي.** * **لا يسمح بالسرقة الأدبية أو تكرار العمل**   **مثال: المشروع الموجود في نهاية كل وحدة أو مشروع من إختيار المجموعة أو كتابة مشهد تمثيلي وفي هذه الحالة يقوم أفراد الفريق بتمثيله ويتم تقييمهم على ذلك** |
| * عرض كتابي للجزء الخاص بالطالب * عرض شفهي للجزء الخاص بالطالب | * حل المشكلات * الإبداع * معلومات البحث المرتبطة بالمشروع * إدارة الوقت * التواصل مع المعلم * العمل بروح الفريق/ |
| **المجموع 30** |  |  |

PARENTS HELPING CHILDREN AS LEARNERS

**Principals**

**STUDENTS**

**Parents Teachers**

**Encouge your child to practice, practice and practice English:**

1. Read a wide variety in English

* books, newspapers, articles, magazines, brochures, instructions

1. Watch and listen to English TV programs

* English news broadcasts, National Geographic Channel, other nature channels

1. Ask your children to talk to you about what they have read or watched or learnt
   1. Tell me about…
   2. Did you like reading/watching…
   3. Why did you like/not like watching…
   4. Do you agree with what was said on the TV Channel……
   5. Why/why not…
   6. What is your opinion about…
2. Encourage your children to practice speaking English whenever they have the chance
   1. Ordering food at restaurants
   2. When they are shopping
   3. On the telephone
   4. When they meet an English speaker
3. Support your child’s teacher
   1. Encourage your child to speak to the teacher whenever they have the chance
   2. Meet with your child’s teacher and ask her/him what you can do to help your child develop their English skills

**مساعدة أولياء الأمور لأبنائهم كمتعلمين**

**المدراء**

**الطالب**

**أولياء الأمور المعلمون**

**شجع ابنك على التعامل باللغة الانجليزية بشكل مستمر من خلال ما يلي:**

**1- قراءة مواد متنوعة باللغة الانجليزية:**

* **كتب, صحف، مجلات، مقالات، مواد دعائية و إعلانية ، كتيبات و مطويات إرشادية، تعليمات.....**

**2- الاستماع إلى و مشاهدة برامج التلفزيون باللغة الانجليزية:**

* **قناة إخبارية باللغة الانجليزية، قناة** National Geographic**، و** **باقي القنوات التي تهتم بالطبيعة.**

**3- اطلب من ابنك أن يتحدث عما قرأه أو شاهده أو تعلمه من خلال طرح أسئلة مثل:**

1. **أخبرني عن.................................**
2. **هل احببت قراءة \ مشاهدة ......................... لماذا احببته \ لماذا لم تحبه؟**
3. **هل تتفق مع ما قيل على القناة التلفزيونية.................. لماذا؟**
4. **ما هو رأيكَ \ رأيكِ ب........................**

**4- شجع ابنك على استخدام اللغة الانجليزية كلما سنحت له الفرصة للقيام بذلك، مثلاً:**

1. **طلب الطعام في المطاعم.**
2. **عندما التسوق.**
3. **عند استخدام الهاتف.**
4. **عند مقابلة شخص يتحدث الانجليزية.**

**5- ساعد معلم طفلك من خلال:**

1. **تشجيع ابنك على التحدث إلى المعلم كلما سنحت الفرصة لذلك.**
2. **اجتمع مع معلم ابنك و اسأله عما يمكنك فعله لمساعدة ابنك على تطوير مهارات الانجليزية لديه.**

**LEARNING AND PREPARATION FOR STUDENTS FUTURES**

|  |  |  |
| --- | --- | --- |
| **STUDENTS** | **THE REALITY** | **SOLUTIONS** |
| **What do students need now:**   * Prepare themselves for their future * Write and pass the MOE Exam * Write CEPA if they need entry to university * Feel confident that their learning is on the right track * Be motivated learners * Enjoy learning | * There is a new MOE text book ***On Location*** * Certainty about the MOE Exam structure * Most students need to do bridging courses up to 2 years to begin their university studies * CEPA is an UAE University entrance exam not an exit exam – NOT COMPULSORY   **Only 3% of students gain direct access to UAE Universities without foundation courses** | **Different teaching styles**   * Principals explain and reassure students and their families * Principals support Grade 12 teachers to use their different teaching and learning strategies and knowledge to better prepare the students * Principals to understand that learning can be delivered in many different ways – the text book does not have to have every page completed * Parents reassure their children about the changes * Parents encourage student engagement in learning * Parents encourage practice rather than home revision |

**التعليم و التمهيد لمستقبل الطلاب**

|  |  |  |
| --- | --- | --- |
| **الطلاب** | **الواقع** | **الحلول** |
| **ما يحتاجه الطلاب الآن:**  • أن يهيئوا أنفسهم من أجل المستقبل.  • أن يتقدموا لامتحان الوزارة  و يجتازوه.  CEPAأن يتقدموا لامتحان •  إذا أرادوا الالتحاق بالجامعة.  • أن يشعروا بالثقة بأن تعلمهم يسير بالاتجاه الصحيح.  • أن يكونوا متعلمين ذوي دافعية  • أن يستمتعوابالتعليم. | •هناك كتاب مقرر جديد للوزارة  **On Location**  • التأكد من مكونات امتحان الوزارة  • معظم الطلاب يحتاجون لدورات  تأسيسية لمدة عامين لكي يبداوا دراستهم الجامعية.  هو امتحان للالتحاق بالجامعة CEPA•  فقط و ليس امتحان النجاح.  **ليس إجبارياً**  **3% فقط من الطلاب يستطيعون الالتحاق بجامعات الإمارات العربية المتحدة بدون دورات تأسيسية.** | **أساليب تعليم مختلفة:**  •التوضيح و التأكيد من المدراء للطلاب و عائلاتهم.  • أن يدعم المدراء المعلمين لكي يستخدموا معرفتهم و استراتيجياتهم التعليمية التعلمية المختلفة لتهسئة الطلاب بشكل أفضل.  • على المدراء أن يتفهمموا بأن الطالب ممكن ان يحصل على التعليم بعدة طرق مختلفة, و ليس بالضرورة تغطية صفحات الكتاب كاملة.  • على أولياء الأمور أن يطمئنوا أبناءهم بشأن التغييرات.  • يشجع أولياء الأمور أبناءهم على الانخراط ( الاندماج) في التعليم.  • يشجع أولياء الأمور أبناءهم على ممارسة اللغة مع المعلمين |

**UNIT OUTLINES**

**EXAMPLES**

***عناوين الوحدات***

***أمثلة***

***EXAMPLE 1* unit outline**

I have designed this lesson from the skills and overall theme of animals that is Unit 2 in the textbook, but with more local and relevant knowledge in mind.

Students have already created an information chart from the textbook on animals, noting physical traits, what they eat, what sounds they make, etc. The textbook suggests doing a field guide based on these short readings. But the Internet site, [www.uaeinteract.com](http://www.uaeinteract.com/), has more information about a broader range of topics.

Students will be responsible for doing corresponding exercises in their textbook and workbook, unit two. They also will be required to create a field guide, or a poster, based on their research and present to the class. Work in a group of two or three. Choose one of the groups below from the Web site, [www.uaeinteract.com](http://www.uaeinteract.com/).

|  |  |  |  |
| --- | --- | --- | --- |
| [**GEOLOGY**](http://www.uaeinteract.com/nature/geology/index.asp) | [**BIRDS**](http://www.uaeinteract.com/nature/bird/index.asp) | [**MAMMALS**](http://www.uaeinteract.com/nature/mammal/index.asp) | [**INSECTS**](http://www.uaeinteract.com/nature/insect/index.asp) |
| [**REPTILES**](http://www.uaeinteract.com/nature/reptile/index.asp) | [**PLANT LIFE**](http://www.uaeinteract.com/nature/plant/index.asp) | [**NATURAL EMIRATES TOUR**](http://www.uaeinteract.com/nature/natu_ems/en_map.asp) |  |

Reading: Within a group, each student will research a different section of their topic. Sections in the Birds topic, for example, include Deserts and Dunes, Mountains and Wadis, and Coasts and Mudflats. They will complete a graphic organizer that includes the following questions:

Before reading a section, make at least two predictions about what it will say.

What is your article about? What is the main idea?

What are the basic facts of the article?

What are some difficult words? Write them down. What makes them difficult? Try and guess what the words mean. Using a dictionary to find the correct meaning of the word, write a sentence using the word. Each group will create a poster filled with difficult words and their meanings for display on the wall.

Draw a picture from your reading.

In English, tell each member of your group what you have learned. Fill in the remaining boxes on the organizer with the information from your partner's research.

Strand: Reading and Viewing

Indicators: read and view for information a wide range of texts, relate them thoughtfully to cultural experience, knowledge and understanding

read and view unfamiliar texts using literal, interpretive and critical levels of comprehension to develop an informed and considered personal response

evaluate and select from a wide range of relevant and reliable sources of information presented through a range of media to generate, clarify, organize and refine ideas

Each group will present its posters to the class.

In their groups, students will create a poster that demonstrates their comprehension of the topic. Each poster will be marked on the following criteria:

▪ Demonstrates comprehension of the topic as well as the basic facts

▪ Clearly shows evidence of a main idea and supporting evidence

▪ Is well-organized and easy to understand

▪ Uses visual representation of the topic, including a picture, a map, statistics or charts

▪ Describes the subject using adjectives and figurative language

Teacher will review information in the textbook at various intervals throughout the unit to give them additional ideas for creating their posters and research reports.

Strand: Talking and Listening

Analyse and discuss the effectiveness of speakers’ use of narrative, argument and rhetoric to engage and influence different audiences

Prepare and deliver extended formal presentations on a wide range of topics and elicit feedback and discussion from the audience

Students will write individual essays on their report.

Each student will choose a topic to write about from their research and write an informational essay about it. They will need to do additional research on their topic. For instance, if they researched birds and decide they want to write a paper on the Upcher’s warbler, they will go back to the UAE Interact site and get more information about that animal. Or they can visit sites such as [www.nationalgeographic.com](http://www.nationalgeographic.com/) or use [www.google.com](http://www.google.com/). First, they will create a K-W-L chart. Then, they will take notes on their research.

They will turn their notes into an outline, as shown on page 42 of their textbook. They will use the rubric on page 43 as a guide for what is expected when writing informational essays.

Strand: Writing

Students learn to: use a range of media technologies…demonstrating control of language

Experiment with ways of representing the real world factually to inform audiences

Reading

In a group each student researches a different section of the topic

***Example 2***

**GRADE 12 *ON LOCATION* THEME #3 ANCIENT WORLDS**

|  |  |  |
| --- | --- | --- |
| **Standards** | **Objectives** | **Learning** |
| * Meaning from visuals * Listen for detail * Share information and ideas * Use context for meaning of words * Sustained discussion * Read and understand information text * Listen for information * Use suffixes for word meaning * Sound/spelling * Passive verbs * Uses parts of words for meaning * Identify structural features of information text * Use writing process * Oral presentation * Use a checklist * Write an explanation paragraph, how to instructions, poetry * Listen and think | * Read * Use a KWL * Interpret hieroglyphics * Write short research report * Thesis statement * Take notes * Sentence combining * Vocabulary * Suffixes/affixes * Listen for detail * Practice grammar rule * Listen and think * Spelling “ f “sound * Passive sentences | * LISTEN for information and detail * READ AND UNDERSTAND an information text * IDENTIFY structural features of an information report * USE the writing process * SHARE information and ideas * PARTICIPATE in sustained discussion * GIVE an oral presentation * WRITE an explanation text, procedure text, a poem * VOCABULARY specific page # * GRAMMAR – passive sentences   Suffixes/affixes   * SPELLING “ f “sound |

**EXAMPLE OF A UNIT OF WORK THAT COVERS RANGE OF LEARNING STRATEGIES THAT ARE EMBEDDED IN RICH LEARNING TASKS THAT COVER THE STANDARDS AND OBJECTIVES OF TOPIC *ANCIENT WORLDS* ON LOCATION GRADE 12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student as a**  **learner** | **Teacher as a facilitator** | **Learning experiences and activities** | **Critical skills** | **Assessment** |
| Immersion in topic and strategies | models | Create the context for the topic  Short video or slide show of ancient civilizations talking about the different thinking that needs to happen when reading and viewing | listening, vocabulary, critical literacy, listening for information and detail, meaning from visuals |  |
| Immersion | guides | Bingo game to introduce and familiarize vocabulary at different points | Vocabulary, listening, practicing sight and sound spelling |  |
| Immersion moving  to take ownership of learning | models  guides  monitors | Read a range of texts on Ancient Worlds – narrative, information, recounts explanations, procedure  Students read different texts in groups and exchange information and ideas in a range of structured learning activities - books, web sites, newspapers, magazines etc  Students engage in sustained reading independently, in pairs and groups  Students read for meaning and enjoyment | Reading strategies that use the 4 roles of the reader  Code breaker, user, participant and investigator  Features and language of text types  Grammar of text types |  |
| Immersion moving to take ownership of learning | monitors | Students demonstrate a range of reading strategies in structured and creative journal activities which students work through at their own pace | Reading strategies that use the 4 roles of the reader  Features and language of text types  Grammar of text types | Continuous  Assessment  Task |
| Takes ownership  Of learning | guides  monitors | In discussion groups a range of texts are discussed in structured talking and listening activities | Listening, talking, participating, critical literary, critical thinking | Continuous  Assessment  Task |
| Takes ownership |  | Students compare different texts for their purpose and ideas | Critical literacy |  |
| Takes ownership of learning | monitors | Students create their own album/travelogue/diary from their research over the duration of the topic | Critical literacy skill of applying skills to show their own understanding  Vocabulary, grammar |  |
| Takes ownership  Of learning | monitors | Journal writing reflecting on what they learn as readers and information gathered from reading | Vocabulary, critical thinking |  |
| Takes ownership  Of learning | models  guides  monitors | Write using the writing process on a range of topics within the main topic of Ancient Worlds in different forms | Critical literacy | Continuous  Assessment  Task |
| Takes ownership  Of learning | guides monitors | Students do research on an excursion to a museum/historical site | Research |  |
| Takes ownership  Of learning | monitors | Write an information report | Transferring skills and applying understanding |  |
| Takes ownership  Of learning | monitors | Give an oral presentation |  |  |

**COMMUNICATION**

**For further clarification:**

* **PPP and Model schools speak to their Operator**
* **speak to the Zone Supervisor**
  + **Private Schools**
  + **Adult Schools**
* **للتواصل:**

**وللتوضيح اكثر:**

**- على مدارس الشراكة و المدارس النموذجية**

**أن تتحدث لممثلي الشركات فيها.**

**- موجهي المنطقة التحدث إلى:**

**● مراكز تعليم الكبار / إناث و ذكور.**

**● المدارس الخاصة.**